



PROCEEDINGS

OF THE TRUSTEES OF THE

JOHN F. SLATER FUND

FOR THE

EDUCATION OF FREEDMEN

1902-1903

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JOHN F. SLATER FUND

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MAY 20, 1903
OCTOBER 7, 1903

NEW YORK
1903

TRUSTEES.

1903.

DANIEL C. GILMAN, LL.D.

President.

Chief Justice MELVILLE W. FULLER, LL.D.

Vice-President.

*Hon. J. L. M. CURRY, LL.D.

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*WILLIAM E. DODGE, Esq.

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Rev. Bishop C. B. GALLOWAY, D.D.

ALEXANDER E. ORR, Esq.

WILLIAM H. BALDWIN, Jr., Esq.

STANDING COMMITTEES.

Finance :

JOHN A. STEWART, *Chairman.*

MORRIS K. JESUP,

*WILLIAM E. DODGE.

Educational :

*J. L. M. CURRY, *Chairman.*

C. B. GALLOWAY,

DANIEL C. GILMAN,

MORRIS K. JESUP,

W. H. BALDWIN, JR.

Executive :

DANIEL C. GILMAN, *Chairman.*

HENRY C. POTTER,

JOHN A. STEWART,

ALEXANDER E. ORR.

Letters may be addressed to
WALLACE BUTTRICK
54 WILLIAM STREET, NEW YORK.

CLERK :

BENJAMIN STRONG
195 MADISON AVENUE, NEW YORK.

**Deceased.*

PROCEEDINGS
OF THE TRUSTEES OF THE
JOHN F. SLATER FUND.

THIRTIETH MEETING.

MAY 20, 1903.

A Special Meeting of the Trustees of the John F. Slater Fund was held this day in the offices of the President of the Chamber of Commerce, 65 Liberty Street, New York, at the call of the Chairman. The members in attendance were :

DR. GILMAN, Chairman.

MORRIS K. JESUP,

WM. H. BALDWIN, JR.,

DR. BUTTRICK, Acting General Agent.

The reading of the minutes of the previous meeting was dispensed with, and the minute already sent out with reference to the death of Dr. Curry was approved and ordered on the minutes.

Letters explaining their absence were received from Mr. Orr and Mr. Dodge.

The Treasurer's interim report was read and approved.

The minutes of the Finance Committee were read, approved and adopted, and their recommendations were confirmed.

The Educational Committee presented its report, and recommended the following appropriations :

| | |
|---|----------|
| Normal and Agricultural Institute, Hampton, Va., | \$14,000 |
| Southern Industrial Classes, Norfolk and Southampton Counties, Va., - - - - | 2,500 |
| Southern Industrial Classes, Norfolk and Southampton Counties, Va., in addition (conditional) | |
| to teachers, - - - - | 1,000 |
| Claffin University, Orangeburg, S. C., - - | 5,000 |
| Spelman Seminary, Atlanta, Ga., - - | 5,000 |
| State Normal School, Montgomery, Ala., - - | 3,500 |
| Normal and Industrial Institute, Tuskegee, Ala., | 12,000 |
| Tougaloo University, Tougaloo, Miss. (conditional) | 3,500 |
| Straight University, New Orleans, La., - - | 1,500 |
| " " " " " in addition (conditional) - - - - | 500 |
| Bishop College, Marshall, Texas, - - | 1,500 |
| Meharry Medical College, Nashville, Tenn., - | 1,500 |
| Slater Industrial and State Normal School, Winston-Salem, N. C., - - - - | 500 |
| Shaw University, Raleigh, N. C., - - - | 2,500 |
| " " " " in addition (conditional) - - - - | 500 |

It was also recommended that the sum of \$5,000 be placed at the disposal of the Educational Committee during the coming year, for such use as they may deem wise to make of same.

Upon motion, the report of the Educational Committee was adopted and the appropriations made.

The Educational Committee was requested to take into consideration the appointment of a suitable successor to Dr. Curry, and report to the Board at its annual meeting.

Dr. Buttrick was requested to act as General Agent of the Fund until the annual meeting of the Board in the Fall.

The Chairman of the Board was requested to send, in the name of the Board, a letter of sympathy to Mrs. Curry.

The Board voted the payment of \$500 to the Clerk for services during Dr. Curry's illness and death, to the present time.

The Board then adjourned.

Attest : BENJAMIN STRONG,
Clerk.



A TRIBUTE TO THE MEMORY OF
HON. J. L. M. CURRY
FROM THE TRUSTEES OF THE JOHN F. SLATER FUND
FEBRUARY, 1903.

The Trustees of the John F. Slater Fund, by this minute, record their high appreciation of the character and services of the late Hon. J. L. M. Curry, Secretary of the Board, and Chairman of the Educational Committee, and they express to Mrs. Curry and other members of his family their sympathy in the great sorrow which has come to her and to them, to us, and to the entire country, in the death of Dr. Curry.

In the autumn of 1890, he was chosen a member of this Board, and its executive officer in the field of education, having been nominated by President Hayes, who had become familiar as a Trustee of the Peabody Education Fund with the ability and devotion of the General Agent of that fund.

For the promotion of education in the Southern States and especially among those who had lately been emancipated, Dr. Curry showed exceptional fitness. A native of Georgia, a confederate soldier and legislator, a college professor and a member of the United States Congress, he had made the acquaintance of men and institutions in every part of the land. The restoration of the Union he accepted loyally, and by pen and voice employed his rare powers in the establishment of good-will among those who had been divided by the Civil War, and in the establishment of schools for all classes in the regions that had been desolated. He was especially earnest in urging the importance of the training of teachers and in the advocacy of industrial education.

Until the last year of his life, he made long journeys to the various institutions aided by the Slater and Peabody Boards ; he often addressed the State legislatures, and he was an effective speaker on other platforms. By conversation, correspondence and by formal papers, he advocated and upheld with persuasive ability the interests that he had so much at heart.

He was admired as an orator, trusted as a counsellor, honored as a statesman, beloved as a colleague and friend.

We shall cherish his memory as that of a wise, devoted and successful promoter of public education in times of national perplexity and anxiety, and especially as one of the best friends of the freedmen. He regarded their uplifting as a problem which demanded all the resources of philanthropy, statesmanship and Christianity. To secure the co-operation of the best forces in every part of our country he labored with his utmost might until the close of his long life.

TRUSTEES

DANIEL C. GILMAN, *President.*

MELVILLE W. FULLER, *Vice-President.*

MORRIS K. JESUP, *Treasurer.*

JOHN A. STEWART

WILLIAM A. SLATER

WILLIAM E. DODGE

HENRY C. POTTER

C. B. GALLOWAY

ALEXANDER E. ORR

WILLIAM H. BALDWIN, JR.

THIRTY-FIRST MEETING.

OCTOBER 7, 1903.

The annual meeting of the Trustees was held at the Fifth Avenue Hotel, on October 7, 1903, at four p.m.

The members in attendance were :

DR. GILMAN, Chairman,
MR. STEWART,
MR. JESUP,
DR. BUTTRICK, Acting General Agent.

Letters excusing their absence were received from Bishop Potter and Bishop Galloway.

The minutes of the special meeting of last May were read and approved.

The Chairman announced the death of an honored member of the Board, Mr. William E. Dodge, and presented a minute in respect to his memory. The memorial was approved and adopted by the Board, and it was ordered that a copy should be placed on the records and a copy sent to Mrs. Dodge.

The report of the Finance Committee and the accounts for the past year were presented, duly approved, and it was ordered that a summary be placed upon the minutes, as follows :

Receipts.

October 10, 1902.

| | |
|---|--------------|
| Balance as per last report, - - | \$62,601.34 |
| Income as per detailed statement, 77,001.41 | |
| Securities sold and exchanged, - 223,473.62 | |
| | <hr/> |
| | \$363,076.37 |

Disbursements.

| | |
|---|--------------|
| Appropriations, 1902-1903, - | \$54,700.00 |
| Expenses, - - - - - | 3,168.14 |
| Investments made, - - - | 267,322.95 |
| Cash deposited with the Metropolitan Trust Co., - - - | 37,885.28 |
| | <hr/> |
| | \$363,076.37 |

Mr. Cleveland H. Dodge was elected to succeed his father as a Trustee of the Board and a member of the Finance Committee.

Mr. Orr was requested to act as Auditor of the accounts for the past year.

The Educational Committee reported progress respecting the selection of a new general agent, and Dr. Buttrick was requested to act as the general agent until the Spring meeting, at the same salary as at present.

Dr. Buttrick read his report, which was supplementary to the one made at the spring meeting, and as a result therefrom the Educational Committee recommended that the sum of thirty-five hundred (3,500) dollars be appropriated to the State Normal School at Montgomery, Alabama, as well as the same amount to Tougaloo University, to be confirmed and paid as their appropriation for 1903-1904.

The Educational Committee also recommended that the sum of six hundred (600) dollars be paid to Fessenden Academy, Martin, Florida, in support of a teacher in agriculture and related industries, this amount to be paid out of the five thousand dollars set aside at the last meeting of the Board to be expended under the direction of the Educational Committee.

A copy of Dr. Buttrick's report was ordered to be sent to each absent member of the Board, as well as a copy of the minutes of the meeting.

A letter from the Utica Normal and Industrial Institute was referred to the Educational Committee.

The Board then adjourned.

Attest: BENJAMIN STRONG,
Clerk.

A MINUTE RESPECTING THE LATE MR. WILLIAM
E. DODGE, A MEMBER OF THE BOARD.

The Trustees of the John F. Slater Fund are deeply bereaved by the death of Mr. William E. Dodge, who was both a valued colleague and a personal friend of all the members of the Board. He became associated in the management of this trust upon the death of his father, in 1883, and during the next twenty years he was rarely, if ever, absent from our meetings. As a member of the Finance Committee his services were especially important, and he gave to the educational and administrative aspects of the trust the inestimable benefits of his wisdom and sympathy and of his wide acquaintance with the conditions of every part of the country. In the midst of the business cares which devolved upon him, he delighted to spend his leisure hours in the encouragement of religious, educational, scientific, and philanthropic work at home and abroad.

Unwilling to accept political offices, it was his aim, as a private citizen, to advance the welfare of society, and as his patriotism knew no limitations of race or region, his love of mankind made him the steadfast advocate of arbitration in international differences, the promoter of knowledge, peace, justice, temperance, and every Christian virtue.

The Secretary of the John F. Slater Trustees was instructed to add to the minute which was adopted by the board a copy of the following

letter concerning the late Mr. Dodge, written by his life-long friend, the Treasurer of the Fund, Mr. Morris K. Jesup :

MR. WILLIAM. E. DODGE.

To the Editor of the Evening Post :

SIR: The late William E. Dodge was a man beloved and honored by all classes. He was by nature gentle and kind, yet with a positive conviction of what was right, honorable, and true. He was born and brought up under influences moral and religious, and imbibed early the saintly qualities of mind and heart of a noble father and mother.

It was the privilege of the writer to have known Mr. Dodge as a boy, and to have been his companion at school in early days. This early acquaintance ripened into an attachment and friendship which lasted for over sixty years without a break, and during this long period he had abundant opportunity, in the various walks of an active life and an intimate social acquaintance, to test the qualities of mind and heart of this noble man.

Mr. Dodge was honest in his convictions and honorable to a degree in his social and business life; he gave himself for others' good and walked with God in company.

Full notice has recently been given of his early business life, training, and success. He had sound judgment and good sense. His counsel was sought by many and his advice was wise, because when he gave it, it was from convictions of right, free from personal ambition or self-interest. It is just to say of Mr. Dodge that, in accordance with his means, he was one of, if not the most, generous of New York's citizens; he gave wisely and from conviction.

He was the real, successful founder of the Young Men's Christian Association in this country, which had root in his strong personality, and which has now become

one of the most influential factors for good among young men that exists in the world. His long leadership of the United States branch of the Evangelical Alliance is proof of his Christian statesmanship and broad catholicity. He was a promoter of peace in all disputes and quarrels among nations and individuals, and strongly urged arbitration as the best means of settlement. He was a lover of the beautiful in nature and art, as his association with the great museums of the city will testify, as well as the true friend of the Botanical and Zoological Gardens.

He was a lover and promoter of science, as his gifts for research and investigation prove and as his selection by Mr. Carnegie as one of his trustees of the great Carnegie Institute of Washington bears testimony. Mr. Dodge's private life was blameless. He was a loving husband, father, and friend, and a good citizen. His home was the resting place from strife, discord, and selfishness; it was a type of Heaven's abode, and all dwelling beneath its roof, as well as visitors and friends who had knowledge of it, felt the holier and better because of its influence. When such a man is called out of the world it leaves it bereaved and saddened. We cannot afford to lose such in the times in which we live, and our prayer is that God will prepare others to imitate Mr. Dodge's example, that his place may be filled by those who will bear testimony, as he has done, through a long life of unselfishness, devotion to duty, high standard of living, and faithful service to the city, society, and religion.

“ We live in deeds, not years; in thoughts, not breaths;
In feelings, not in figures on a dial.
We should count time by heart throbs. He most lives
Who thinks most, feels the noblest, acts the best.”

M. K. J.

BAR HARBOR, MAINE, *August 16th.*

APPROPRIATIONS, 1902-1903.

| | |
|--|----------|
| Normal and Agricultural Institute, Hampton, Va., | \$15,000 |
| Southern Industrial Classes, Norfolk, Va., - - | 2,500 |
| Shaw University, Raleigh, N. C., - - - | 2,500 |
| Agricultural and Mechanical College, Greens- | |
| boro, N. C., - - - - - | 300 |
| Claflin University, Orangeburg, S. C., - | 5,000 |
| Spelman University, Atlanta, Ga., - - - | 5,000 |
| State Normal and Industrial School, Montgom- | |
| ery, Ala., - - - - - | 3,500 |
| Normal and Industrial Institute, Tuskegee, Ala., | 12,000 |
| Tougaloo University, Tougaloo, Miss., - - | 3,500 |
| Straight University, New Orleans, La., - - | 1,500 |
| Bishop College, Marshall, Texas, - - - | 1,500 |
| Mcharry Medical College, Nashville, Tenn., - | 1,500 |

REPORT OF THE ACTING GENERAL AGENT AND SUMMARY OF THE WORK OF 1902-1903.

TO THE TRUSTEES OF THE JOHN F. SLATER FUND FOR
THE EDUCATION OF FREEDMEN:

GENTLEMEN: During the past year I have visited the following schools receiving aid from your Board:

Hampton Normal and Agricultural Institute, Hampton, Va.
Southern Industrial Classes, Norfolk, Va.
Spelman Seminary, Atlanta, Ga.
State Normal and Industrial School, Montgomery, Ala.
Normal and Industrial Institute, Tuskegee, Ala.
Straight University, New Orleans, La.
Meharry Medical College, Nashville, Tenn.
Tougaloo University, Tougaloo, Miss.

At my request the following institutions have been visited by School Inspectors of the General Education Board:

By Mr. David E. Cloyd:

Claffin University, Orangeburg, S. C.
Bishop College, Marshall, Texas.
Tougaloo University, Tougaloo, Miss.
Southern Industrial Classes, Norfolk, Va.
State Agricultural and Mechanical College, Greensboro, N. C.

By Mr. W. H. Heck:

Shaw University, Raleigh, N. C.
Southern Industrial Classes, Norfolk, Va.

The reports of these inspectors are on file in the office of the General Education Board, and copies have been made for the files of the Slater Board.

At the request of Mr. Jesup, all the institutions aided by the Board have made reports to me, with the exception of the State Agricultural and Mechanical College at Greensboro, N. C.

HAMPTON NORMAL AND AGRICULTURAL INSTITUTE.

DR. H. B. FRISSELL, Principal.

The report of Principal Frissell covers a period of ten years. It contains comparative tables showing the progress of the several departments of the Institute, and, taken as a whole, I regard this report of Principal Frissell as one of the most valuable discussions of the kind of education needed by the negro that I have yet seen. For many years Hampton Institute has been an experiment station in Industrial Education, and this report gives a statement of progress made and results achieved.

I have visited Hampton Institute many times, and in the month of March last spent several days in a careful study and inspection of the school. At the request of the Principal I also attended meetings of the faculty, where important problems connected with the development of the school were discussed.

From my personal study of the school and of Dr. Frissell's report, I call attention to the following facts as deserving of present special notice:

1. The development of the Armstrong-Slater Trade School under the direction of Mr. F. K. Rogers.

In the last five years the number of trades taught has increased from eight to thirteen (62%), and the number of trade students from 48 to 142 (nearly 200%), while the cost of the Trade School has increased from \$9,588.26 to \$11,220.80 (15%).

It is important to notice also that all the industries of the Institute are becoming centralized in the Trade School. This has given a dignity to the industries which under former conditions, when the industries were scattered, was impossible. From being regarded as inferior to academic training, the industries and trades now have the higher place in the estimation of students entering the institution.

One cannot spend a day in this Trade School without appreciation of the intellectual and cultural value of the various industrial processes. The Trade School is a real laboratory, and the processes of the school not only serve the practical end of teaching the trades, but also the higher ends of intellectual and moral development.

2. The growth of the agricultural work of the school under Professor Goodrich.

Ten years ago but a limited number of the students received systematic instruction in agriculture; now every student, from the children of Whittier School to the members of the senior class in the Academic Department, is required to take such work. In all, a total of 911 students devote more or less time to agriculture.

Arrangements have been made for the erection of dormitories at Shell Banks (the school farm), so that a larger number of the students may make agriculture their principal work.

Under the direction of Miss Davis and Prof Goodrich agricultural instruction is being extended to the rural schools in the vicinity and co-operation in this extension work has been effected with the County Superintendents of Schools. In a word, "the attitude of the entire school towards agriculture has undergone an important and wholesome change."

3. The organization of the entire Institute about the industries.

Hampton is an industrial school. It is not a literary institution with certain industries annexed; rather is it true that the entire work of the school has its source in the ordinary processes of domestic and industrial life. This is also the characteristic of the Tuskegee Institute, the child of Hampton.

The following extract from the report of Miss Hyde, Principal of the Academic Department, will show what we mean:

"The changes in the academic work within the past ten years most worthy of note are, first of all, the attempt made to apply practically to the every-day experience of life the knowledge gained in the school room. Subjects have been studied with a view to their direct bearing upon the lives of the students, and as a result the work in mathematics, physics, chemistry and other studies has been considerably changed in order to make it more directly helpful. The Hampton Arithmetic, consisting of problems gathered from the various trades and industries, covers a large part of the arithmetical experiences which the students are likely to have either at Hampton or elsewhere. A course in chemistry and physics furnishing an intelligent basis for the work in agriculture, the trades, laundering and cooking, leaves us but little time for the ordinary school courses in these subjects, but is strong just so far as it is applied directly to the various activities of the students and comes out in some way in the doing. There has been a steady gain on the part of the students in the power of doing more thoughtful work. They are more and more required to be independent in whatever they undertake. There is less committing to memory and more reasoning. Manual and industrial training have largely taken the place of class room drill and memorizing."

Also the following extract from Dr. Frissell's report:

"A further step has been a closer correlation between the various trades and between the industries and the Academic Department. A student of carpentry is given, in addition to a thorough course in that subject, some knowledge of painting, tinning and bricklaying, so that he is fitted to build a house, when necessary, without the aid of other mechanics. Academic instruction is every year more closely related to the industrial departments. The problems in arithmetic are taken from the shops and the farm; the work in English has to do largely with the every-day experiences of the students; agriculture and geography are closely connected; and the art instruction is related to the work of the manual training courses."

Under the efficient direction of Dr. Evans, principal of the Armstrong Manual Training School of Washington, D. C., the Institute was conducted as a Summer School for teachers for six weeks during June and July, 1903. Five hundred and forty-three teachers were present, 343 from Virginia and 68 from North Carolina. The Summer School is an important factor in making more valuable the work of the public school.

The distribution of the appropriation from the Slater Fund has been as follows:

APPLICATION FOR SLATER FUND APPROPRIATION

YEAR 1902-1903.

TRADE SCHOOL.

| | | |
|--|---------|---------|
| Salary, F. K. Rogers, Director, | \$1,800 | |
| " D. R. Lewis, Instructor in Drawing, | 1,030 | |
| " C. W. Bock, " " Carpentering, | 900 | |
| " Robert Ellis, " " Tailoring, | 1,000 | |
| " W. A. Webster, Instr. in Brick, Plaster, | 900 | |
| " S. J. Scott, Instr. in Wheelwrighting, | 900 | |
| " Constantine Duveen, Instr. in Blacksmithing, | 900 | |
| | <hr/> | \$7,430 |

MANUAL TRAINING.

| | | |
|---|---------|---------|
| Salary, J. H. Jinks, Instr. in Wood-work, | \$1,200 | |
| " E. H. Spennie, Instr. in Wood-turning, | 625 | |
| | <hr/> | \$1,825 |

PHYSICAL SCIENCE.

| | | |
|--------------------------------|-------|--|
| Salary, C. S. Isham, | \$425 | |
|--------------------------------|-------|--|

WHITTIER PRIMARY SCHOOL.

| | | |
|--|-------|---------|
| Salary, May H. Adair, in charge, | \$950 | |
| " Lucy A. Pratt, Teacher, | 550 | |
| | <hr/> | \$1,500 |

HOUSE AND FURNITURE PAINTING.

| | | |
|--|-----|--|
| Salary, J. E. LaCross, Instructor in charge, | 900 | |
|--|-----|--|

DOMESTIC ART.

| | | |
|---|-----|--|
| Salary, J. A. Weir, Instructor in charge, | 750 | |
|---|-----|--|

COOKING.

| | | |
|--|-----|--|
| Salary, Beonette Bacheler, Instructor, | 650 | |
|--|-----|--|

HISTORY, ENGLISH AND ARITHMETIC.

| | | |
|--|-----|--|
| Salary, Annie M. Goodrich, Instructor, | 750 | |
|--|-----|--|

AGRICULTURE.

| | | |
|--|-----|--|
| Salary, Geo. W. Basford, Instructor, | 759 | |
|--|-----|--|

| | | |
|------------------|-------|----------|
| Total, | <hr/> | \$15,000 |
|------------------|-------|----------|

THE SOUTHERN INDUSTRIAL CLASSES.

Norfolk and Southampton Counties, Virginia.

These classes were organized seven years ago by the Trustees of the John F. Slater Fund, through the suggestion of Mrs. Hobson and Miss Baylor. The original idea was to carry on some form of social settlement work among the negroes, using the public schools as the best centres for industrial and domestic instruction of a directly practical kind. The work was begun at the Cumberland Street School in Norfolk, Va., under the direction of Miss Baylor, assisted by Miss Breed, a graduate of the New York Cooking School, and at that time engaged in social settlement work in New York City. Soon after, Miss Baylor married, and Miss Breed had sole management of the classes for a year and a half, until she secured the co-operation of Miss Taylor, a former student of Sewing at Teachers' College. Since then these two women have had direct or indirect charge of all the classes, and their influence has accounted for the success of the work.

The public school officials have welcomed the introduction of this industrial training into the schools and have shown a kindly interest, but the only instances of financial assistance have been the donation of rent for a special building at Portsmouth and of a cooking outfit for a school in Norfolk County. From the one school at Cumberland Street the work has spread until some form of industrial training is given in, or in connection with, 5 schools in Norfolk, 1 in Portsmouth, 1 in Berkeley, 10 in Norfolk County, and 10 in Southampton County. (In addition to the above, similar work in 17 schools in Newport News, and in Warwick, Elizabeth City, and Surry Counties is being carried on through the generosity of Mrs. Huntington, at a cost of \$2,500 a year. Miss Breed,

Miss Taylor, and a colored male assistant give part of their time to this work, as well as to that in Norfolk and Southampton Counties.)

Sewing is taught to 1,452 students, Sloyd to 714, Cooking to 199, Chair-caning and Basketry to 146, and 234 women are enrolled in the Mothers' Meetings. In all 2,471 students receive some industrial or domestic instruction. The course in Cooking deals with the quality, food-value, price, preparation, and service of such food as the students may use in after life; the course in sewing, with the quality of different materials and the making of simple garments for home use; the course in Sloyd, with the making and repairing of chairs, tables, windows, etc., the painting of furniture and wood-work, and, as a whole, with the form of carpentry that is necessary to the keeping of a house in order; and the Mothers' Meetings combine sewing, cooking, care of home and children, and other such domestic instruction. The ideal of practical use is emphasized throughout, and the service of others is beautifully illustrated by the children or mothers combining to sew or cook for their neighbors less fortunate. No instruction is given in Nature Study, as Hampton Institute has indirect charge of this work in the public schools of that section, but flower and vegetable seeds are sold to the children at one cent a package and the teachers work with Hampton in creating an interest in farm and garden production.

The above work cannot be judged by academic standards, for in such a case it would seem somewhat loose and superficial, the studies not being sufficiently intellectualized, graded or correlated with the other school branches to produce the necessary mental development. The effort to teach the What and the How, as the immediate personal, domestic and social conditions of the negroes make such instruction primarily urgent, and the question Why (the most intellectual part of any work), is left largely as

a secondary matter. From an intimate knowledge of the negroes' needs, they have developed this form of social settlement work to meet the exact situation as directly as possible. The classes are taught by 11 paid teachers—Miss Breed, Miss Taylor, 3 assistants at Cumberland Street School, 3 at Portsmouth, and 3 that are paid by the lesson; and by 11 unpaid teachers—8 public school teachers, 2 private school teachers, and 1 head of a family. The classes in Southampton County are supervised by a competent school teacher, who volunteers her work. All, except Miss Breed and Miss Taylor, are colored; all, except two, are women; and nearly all have had some training in the normal classes at Cumberland Street, or have been given instruction by correspondence. Directions and material are sent out from the central office in Norfolk. Full monthly reports are required of each teacher; visits are made when necessary by Miss Breed. It is remarkable that, in spite of such limited office force and the scope of the work, she can keep in such close touch with all the classes. She greatly needs, however, an assistant in the general administration.

The normal classes at Cumberland Street were organized to prepare the public school teachers for teaching the industries. The two years' course includes Cooking, Sewing, Sloyd, Caning, Aid to the Injured, Work of Mothers' Meetings, etc.; the instruction dealing almost entirely with the things to be taught in the schools and having little reference to pedagogy or academic studies. The classes are held for four hours every Friday afternoon and daily for a few weeks in the late Spring after the other schools are closed. Miss Breed, Miss Taylor, and their assistants teach the normal courses, and consequently the instruction is such as to equip the students fairly well for the practical phases of the industrial work, as the success of the graduates has shown. Only 7 students are registered at present, as it is impossible for

many county teachers to attend; but Miss Breed hopes to begin extra normal classes at a county school and with two such centres to influence the County Superintendents to require this industrial preparation of all the public school teachers.

The income for the classes (1902-1903) was as follows:

| | |
|---|----------------|
| Slater Board, - - - - - | \$2,500 |
| General Education Board, supporting work in Portsmouth, - | 1,000 |
| Mrs. Hobson, Mrs. Jesup, and friends, - - - - - | 1,200 |
| Total, - - - - - | <u>\$4,700</u> |

(The last item mostly raised from time to time as necessity demanded.)

The expenses for the last session were as follows:

| | |
|---|-------------------|
| Portsmouth salaries, - - - - - | \$720.00 |
| " equipment and material, - - - - - | 280.00 |
| General salaries, - - - - - | 2,320.11 |
| Equipment, material and current expenses, - - - - - | 1,801.00 |
| Total - - - - - | <u>\$5,124.11</u> |

The discrepancy in accounts is due to the local donations of money, equipment and material.

SHAW UNIVERSITY—Raleigh, N. C.

DR. C. F. MESERVE, President.

It is over two years since I personally visited this school, and I have therefore asked my assistant, Mr. Heck, whose home is in Raleigh, to make a careful inspection of it. His full report is on file. I notice a few of the more important items of the report:

1. "The Spirit of the Institution." He says: "The President's culture, kindness, and earnestness permeate the school. Without severe rules he emphasizes the principles of morality, order, neatness, and service. His faculty support him in carrying out these

ideals; and especially does the women's influence make itself felt. The students represent the best class of colored families, being the sons and daughters of physicians, ministers, independent farmers, mechanics and the like; and therefore the school can more easily maintain a high personal standard than can most negro schools. The students dress neatly and behave themselves with quiet dignity. The President says that he has to deal with no cases of disorder. As the school is near the heart of the city, this condition is striking."

2. "Shaw University is essentially a city school for city negroes.

"Nearly all the students are looking forward to life in towns and cities, and the President is trying to prepare them morally and mentally for the temptations, duties and privileges of city life. That he is succeeding in this special preparation is affirmed by Governor Aycock, who said that wherever he met a Shaw graduate he found a self-respecting, useful citizen."

3. The Academic work.

"The majority of the students are from towns or cities and have had fair elementary training, though lack of thoroughness and of uniform preparation is a great drawback to the work of the University. The President tries to keep students from entering until they have completed an elementary course, and he insists with increasing success that all students stay throughout the session of eight months.

"The Academic course is supposed to begin on the plane of a secondary school, but in reality is about two years below it, spelling, reading, penmanship, arithmetic, geography, history, etc., making up the course. After two years in the Academic the students are supposed to take another two years in the English or the Classical Preparatory course, the only difference between the latter being that the second alone has Latin and Greek. In reality no students are registered in the Academic course, but are taking in its place the Normal course of three years, which is supposed to begin about on a plane with the Preparatory course and to run into the College course. A considerable amount of pedagogical work is put down in the Normal curriculum, but the President says that little or no work is done along those lines. When one considers that 75 per cent. of all the students have been or are going to be teachers, this deficiency seems deplorable. I noticed that the work of the Normal classes I attended was not that of the Normal but that of the Academic curriculum. The students enter in different stages of preparation, nearly all of them unable to take a real secondary course, and the classes have to conform to the student material. . . . I attended

a few classes, and, while impressed with the intelligence and culture of the teachers, I felt that the work was in advance of the students, somewhat as if a boy of fourteen were wearing the clothes of a boy of sixteen. The students are required to take too much and are not thoroughly grounded in even a few things. (Allow me to say in this connection that fewer studies and more thorough concentration are far more necessary with colored than with white students, as intellectual discipline is worth more than knowledge, and the colored race has had little or no opportunities for intellectual discipline.)"

4. The Industrial work.

"The sewing school for girls is under the direction of Miss Murray, who received her preparation at Teachers' College, New York City. A carefully graded course of four years is given. . . . All the girl students are required to take at least three years of this course, not in order to become dressmakers (though a few expect to follow that profession), but to become neat, capable home-makers. The students are divided into two divisions, one reciting for forty minutes and the other for an hour and fifteen minutes each afternoon. This work is the most attractive industrial feature of the University, especially in its effect upon the neatness and tastefulness of the students' clothes.

"The tower of the girls' dormitory has been prepared for a cooking class room at a cost of \$800, but no equipment has been put in as yet.

"The industrial department (for men) seeks, not to prepare men for earning a livelihood, but to advance their general education by different forms of manual training. 'We do not teach trades, and make no pretensions to doing it, for we have no desire to inaugurate a trade school, but we do pretend to carry on industrial work along educational lines.' The industrial work is in charge of a young colored man who has received some training at Cornell and who seems an efficient instructor, although he has too much to do. All the non-professional students are required to take some of this work, the selection being conditioned upon amount of equipment and desire of individual students.

"The need would seem to be: More room, better equipment, more teachers, better grading. The President supervised a large industrial school for Indians before he came to Shaw, and he is very anxious to duplicate at the latter institution the industrial opportunities of the former."

From long acquaintance with the history and work of Shaw University, I am convinced that the influence of

the school among the colored people of the State is very wholesome. The Principal enjoys the confidence and respect of the white people, while as a school man of many years' experience he makes constant contribution to the solution of the problems of how to educate the negro race.

The distribution of the appropriations from the Slater Fund is as follows:

| | |
|---------------------------------|----------------|
| Ida J. Brown, - - - - - | \$300 |
| Margaret L. Hamilton, - - - - - | 400 |
| Florence N. Walls, - - - - - | 400 |
| Mrs. A. W. Pegues, - - - - - | 400 |
| Dr. K. P. Battle, - - - - - | 500 |
| Dr. J. M. Pickel, - - - - - | 500 |
| Total, - - - - - | <u>\$2,500</u> |

CLAFLIN UNIVERSITY—Orangeburg, S. C.

L. M. DUNTON, D.D., President.

Extracts from the President's report:

1. "Founded in 1869. Property value, \$175,000. School buildings, 14; acres of land, 200; students, 609; teachers and officers, 38; bound volumes in library, 6,500; courses of study Literary Department, English, Normal, Preparatory and College. The John F. Slater Manual Training and Trades School, including the number of students in each department—Sloyd, woodwork and carving, 155; cabinet making and carpentry, 28; blacksmithing, 13; wheelwrighting, 14; coach painting, 6; house painting, 20; bricklaying and plastering, 40; wood machine shop, 13; turning, 12; tailoring, 22; printing, 10; mechanical drawing, 22; architectural drawing, 11. Girls' Department—Domestic art, 38; sewing (plain), 70; dress-making, 20; millinery, 12; cooking, 35. Total enrolment of students in the above named departments, counting none twice, 557. These departments have already sent out more than 100 trained artisans, nearly all of whom are regularly following their trades.

"The John F. Slater Manual Training Department of this institution has doubled its capacity and efficiency during the past twelve months. The Manual Training building mentioned in our previous report has been completed and equipped, with the exception of its machine shop and foundry room. A conservative estimate of the Manual Training and Trades School building and equipment is \$33,000."

2. Financial Statement.

RECEIPTS.

| | | | |
|--|---|---|---------|
| Freedmen's Aid and Southern Education Society, | - | - | \$7,500 |
| John F. Slater Fund, | - | - | 5,000 |
| Donations, | - | - | 8,000 |
| Student Aid, | - | - | 956 |
| Current, | - | - | 7,770 |

| | | | |
|--------|---|---|----------|
| Total, | - | - | \$29,226 |
|--------|---|---|----------|

EXPENSES.

| | | | |
|---------------------------|---|---|----------|
| Salaries, | - | - | \$12,000 |
| Buildings and equipments, | - | - | 14,594 |
| Student Aid, | - | - | 1,610 |
| Current, | - | - | 4,116 |

| | | | |
|-------|---|---|----------|
| Total | - | - | \$32,320 |
|-------|---|---|----------|

Indebtedness, \$3,094.

3. Special Teachers' Course.

"The demand for specially trained teachers has been such that a special teachers' course in methods and management of manual training classes and school was organized. This department has sent out 12 graduates who are now teaching in industrial schools of this and other States."

4. Mention is also made of a desire to establish a Normal Department, which could be done "with the addition of two teachers."

5. Distribution of the appropriation from the Slater Fund:

| | | | |
|--|---|-----------------------------|---------|
| W. Wilson Cooke, Director John F. Slater School of Manual Training | - | - | \$1,100 |
| G. L. Noyes, Principal Normal Department, | - | - | 1,000 |
| Jesse E. Stoncy, Assistant to Principal, | - | - | 280 |
| William A. Jackson, Instructor in Masonry, | - | - | 525 |
| Robert F. Bowler, | " | Carpentry and Cabinet Work, | 280 |
| Joseph A. Thorpe, | " | Sloyd, Carving and Turning, | 245 |
| Floyd Ballard, | " | Wheelwrighting, | 175 |
| J. I. E. Seawright, | " | Blacksmithing, | 175 |

| | | |
|-------------------------------|------------------------|----------------|
| William Aiken, Instructor in | Tailoring, - - - - | \$280 |
| John C. Priclean, " | Wood Machine Shop, - - | 210 |
| Thomas Bowler, " | House Painting, - - | 175 |
| Frank H. Neal, " | Coach Painting, - - | 140 |
| Wm. D. Brown, Asst., " | Blacksmithing, - - | 140 |
| Alton E. Bythewood, " | Printing, - - - - | 200 |
| Samuel Middleton, Asst., " | Carpentry - - - - | 75 |
| Total, - - - - - | | <u>\$5,000</u> |

Extracts from the report of Mr. David E. Cloyd,
School Visitor of the General Education Board.

"I regard Claflin University as third in importance, so far as the industrial work is concerned, of all the schools for colored people in the South; and regarding the academic work, I am inclined to think that it is equal to that of any other high grade institution of the kind that I have visited.

"The President and the head teachers of the industrial departments are making every endeavor to incorporate the industrial work into the curriculum as an integral and inseparable part of it, and are trying to teach these subjects in such a way as to make them of the very highest educational or cultural value. . . . As a result of this attitude towards industrial training, special teachers' courses in methods and management of manual training classes and schools are given, and from this department there have already been sent out twelve graduates who are now teaching in industrial schools of this and other States.

"My judgment is that Claflin University is, in her quiet and unostentatious way, doing a great deal towards the solution of the problem of correct co-relation and unification of academic and industrial courses."

SPELMAN SEMINARY—Atlanta, Ga.

MISS HARRIET E. GILES, President.

MISS LUCY A. UPTON, Dean.

The spirit of Spelman is well reflected in the opening paragraph of the President's report:

"The year has been one of general prosperity, of comfort in our daily life, of beauty in our surroundings, of financial help from

our friends, of full class-rooms, of mental growth in students, of harmony and singleness of aim among the teachers, of daily study of the Scriptures, and of answered prayer in the entrance of light into dark souls and fuller vision by opened eyes of the One whom to know is life eternal."

Notwithstanding this optimistic utterance, I yet know that Miss Giles is often greatly perplexed from lack of funds. The school has no soliciting agents and depends for its support on the following sources of income:

| | |
|---|-------------|
| The Woman's American Baptist Home Mission Society (a New England society of limited field) | \$7,721.00 |
| The Slater Fund, | 5,000.00 |
| Donations from individuals (largely from the President and teachers), | 2,609.47 |
| General Education Board, | 6,000.00 |
| Tuition, | 3,341.95 |
| Total, | \$24,672.42 |

From careful study of the situation and of the report of an expert accountant, who was employed at my suggestion, I am convinced that the income of the school should be increased by fully \$10,000 a year if the plant is to be used to anything like its full capacity. The new buildings recently erected have increased the fixed charges of the school and the work is really suffering from lack of funds.

The number of students is 631, being 65 less than last year. This apparent falling off is occasioned by the wise refusal of many applications from day students for the lower grades and for the classes in dressmaking.

Through contributions from Mr. George Foster Peabody and other friends MacVicar Hospital was kept open during the summer, and the value of the work of the hospital greatly increased. Twelve nurses are in training, three of whom expect to graduate in May. Prominent physicians and other white citizens of Atlanta have spoken to me of the efficiency of the nurses trained at Spelman.

The teachers' professional class is the largest in the history of the school. My judgment is that this work should be extended to include professional training for the students of the two higher classes in the Academic Department.

The distribution of the appropriation from the John F. Slater Fund is as follows:

| | |
|---|---------|
| Lucy H. Tapley, Acting Superintendent, Normal and Training Dept., and Principal Higher Dept., Normal Practice School, | \$800 |
| Edith V. Brill, Principal Lower Dept., Normal Practice School, | 500 |
| Ella Lewis Jones, Instructor in Methods, Normal Dept., | 500 |
| Mabel E. Mearns, Normal and Training Dept., | 400 |
| Sophronia E. Nesbit, " " " " " | 400 |
| Alice M. Paxton, " " " " " | 400 |
| Laura M. Zollers, " " " " " | 400 |
| Marian E. Leland, " " " " " | 300 |
| Ruth E. Griffith, Sewing, Normal Practice School, | 300 |
| Lena M. Topping, Superintendent Nurse Training Dept., | 500 |
| Lucretia E. Pierson, Dressmaking, | 500 |
| Total, | \$5,000 |

THE TUSKEGEE NORMAL AND INDUSTRIAL INSTITUTE—Tuskegee, Alabama.

DR. BOOKER T. WASHINGTON, Principal.

Extracts from the report of the Principal:

ENROLMENT.

"During the current year there have been enrolled in the school 1497 students; 1015 young men and 482 young women. The great majority of these have boarded and slept on our school grounds and have come to us from thirty States and Territories and from five foreign countries. . . . If we add the number of persons in the

families of our instructors to the number of students and teachers, it is safe to say that we have constantly upon or near our school grounds a colony of 1,700 people. A large proportion of these families reside in small, neat cottages owned by themselves or by the school, and the object lesson they afford is most valuable to the students and to our people in this part of the State.

"A very large proportion of the students who do not remain to finish the full course, we find are doing most excellent work among their people—working at their trades and otherwise proving of value to the communities in which they live.

WORK OF GRADUATES.

"It is often asked what our graduates do. Let me answer this briefly by giving three examples: A little more than a year ago one of our graduates, Mr. Charles P. Adams, established a small school house at Ruston, Louisiana. At present the school owns 25 acres of land, on which a school house costing \$1,200 has been built and paid for. The school term has been extended from three to eight months, with three teachers—all Tuskegee graduates—and 110 pupils. In connection with the class-room work the students are taught agriculture and housekeeping. All this has been done in a little more than one year, with money and labor contributed by the people of both races in the community.

"William M. Thomas learned the trade of blacksmithing at this institution while working his way through school. He began business at his home in Greensboro, Alabama, a few years ago on \$25 which he had borrowed. He now owns, free from debt, a neat home containing four rooms. He has a good blacksmith shop and has all the work he and his assistant can do. Most of the work done in his shop is for white patrons. Mr. Thomas has the confidence and respect of the people of both races. In the same town there are a prosperous tailor and a successful tinsmith, both of whom also learned their trades at the Tuskegee Institute.

"A third example is that of Mr. Dennis Upshaw, who, when he had finished the course here a few years ago, began life as a farmer. Mr. Upshaw began farming near Tuskegee, with practically nothing. At the present time he owns 115 acres of land, which are cultivated by himself and family. On this land is a neat, attractive house, barn and out-buildings, and a small sugar house for boiling the syrup from the cane which he raises for his own consumption. His home and farm are models for other farmers. He not only raises cotton, but also corn and oats, vegetables, fruit, live stock and fowls. He has a particularly fine peach orchard. Mr. and

Mrs. Upshaw are leaders in the County Farmers' Institute, and Mrs. Upshaw is also a member of the Mothers' Meeting, which assembles regularly at Tuskegee town. Hundreds of such examples could be cited.

"Nearly two years ago three of our graduates went to Africa under the auspices of the German Government to teach the raising of cotton to the natives in the German colony of Togo. The German officials were so much pleased with the work of these men that this year four more have been added to the colony.

"Up to the present time there have grown out of the Tuskegee Institute at least twelve schools of considerable size—I mean institutions above the grade of common public schools. One of these, the Snow Hill Industrial Institute, at Snow Hill, Alabama, has 300 students, 25 teachers, 14 buildings and property valued at \$30,000.

COST PER STUDENT.

"By following strict business methods and practising rigid economy we have been able to do the work of the school at a total cost per student of about \$72.

TRAINING IN AGRICULTURE.

"More and more it is to be the policy of the institution to emphasize training in all forms of agriculture, making this the basis for most of the other industrial work. There are two reasons why the number of those who have graduated from the Agricultural Department in the past has not been so large as has been the case in the future. First, the fact that we have been compelled to occupy ourselves so largely during the past years of the school's history in getting under shelter. This, of course, has naturally emphasized the building and mechanical trades. The second reason is that we have had to overcome the intense prejudice existing among our people against paying attention to any form of agriculture. The feeling has been expressed in most cases that the race had been on the farms of the South for 250 years, and that an educated man should not become a farmer. But this idea has been almost wholly overcome; so much so that in the future we shall be able to turn out a much larger number than heretofore of men skilled in agriculture.

INDUSTRIAL EDUCATION.

"As I review the history of this institution, nothing is more striking than the change which has taken place in this section of the South among the people of my race with reference to their feeling towards industrial education, as entertained at the time when the

Hampton Institute was started in Virginia. What was true with regard to Hampton is equally true regarding Tuskegee Institute. When this institution was established the bulk of the colored people, and especially those who had received some education, were opposed to any form of industrial training, and expressed their opposition by words and acts. I am glad to say that this feeling has almost completely disappeared; so much so that we are now compelled for the lack of room and means to refuse admission to a large number of students each year.

"During the first ten or twelve years of the existence of this school, the growth of industries was not so rapid as it would have been except for the opposition referred to, which opposition we had to overcome; but industry after industry has been added, as there was the natural demand for them, until at the present time the students receive training in the following 34 industries: Carpentering, Blacksmithing, Printing, Wheelwrighting, Harness-making, Carriage Trimming, Painting, Machinery, Founding, Shoemaking, Brick masonry, Plastering, Brickmaking, Sawmilling, Tinning, Tailoring, Mechanical, Architectural and Free Hand Drawing, Electrical and Steam Engineering, Canning, Plain Sewing, Dress-making, Millinery, Cooking, Laundering, Housekeeping, Mattress-making, Basketry, Nurse Training, Agriculture, Dairying, Horticulture and Stock-raising.

"You will get some idea of the volume of the industrial work accomplished by the students when I add that since my last report they have made 2,128,000 bricks alone."

Distribution of the appropriation from the John F. Slater Fund:

| | |
|--|---------|
| J. H. Washington, General Superintendent of Industries, | \$1,000 |
| G. W. Carver, Director Agricultural Department, | 1,000 |
| C. W. Green, Farmer, | 700 |
| G. W. Owens, in charge Dairy Herd, | 600 |
| G. R. Bridgeforth, Teacher Agriculture and Poultry Raising | 500 |
| Byrd T. Crawford, Dairyman, | 250 |
| Charles W. Pierce, Electrician, | 500 |
| Lewis Adams, Tinsmith, | 1,000 |
| Georgia F. Stewart, in charge of the Laundry, | 300 |
| Mayme B. Washington, Instructor in Cooking, | 300 |
| Mrs. C. A. Vivian, Teacher in Millinery, | 300 |
| Katherine Armstrong, Teacher in Dressmaking, | 500 |
| Hattie E. King, Teacher of Sewing, | 250 |
| Edward Lomax, Teacher of Wheelwrighting, | 400 |

| | |
|---|-------|
| Charles T. Russell, Teacher of Carpentry, | \$600 |
| M. D. Garner " " | 400 |
| George H. Evans, " " | 400 |
| Charles H. Evans, Teacher of Wood Turning and Sawmilling. | 400 |
| R. R. Taylor, Architect, | 900 |
| J. M. Green, Teacher of Brick-masonry, | 500 |
| H. E. Cooper, Teacher of Harnessmaking, | 500 |
| W. A. Rayfield, Instructor of Mechanical Drawing, | 350 |
| W. S. Pittman, Instructor in Mechanical and Architectural Drawing, | 350 |

TOUGALOO UNIVERSITY—Tougaloo, Mississippi.

DR. FRANK G. WOODWORTH, President.

I have on file a report from this school made to Bishop Galloway and also a report made by Mr. Cloyd, School Visitor of the General Education Board.

Extracts from the President's report:

ENROLMENT.

"I am glad to be able to report a year thus far of large success. The enumeration has been about 500, as in the past few years; our numbers are only limited by our facilities. We have had about 230 boarding students thus far, and nearly 100 have been refused admission for lack of room. During the next year we shall probably raise the grade of admission at least one year, taking no boarders under the Sixth Grammar grade. It is a significant mark of a better education now given in public schools that those who apply for admission enter each year higher grades. In the general educational uplift of the schools in Mississippi we are pleased to find that our graduates and old students are doing a very helpful part.

NORMAL AND INDUSTRIAL WORK.

"It is in the Normal and Industrial classes that the Slater Board has the largest interests. Under our present plans all students of our Academy Grades have each year teacher training work, so that all who go out have had the fundamentals of Normal work each year for four years. Fifty-five to sixty have had such work thus far this

year. The records of our graduate teachers grow better every year, and every year they are coming into more responsible positions. It is to be noted also that not a few of them, in addition to their regular work, are endeavoring to do some form of industrial work and to give such instruction as may be helpful in the larger home life of the people. At present the only hope of having industrial training in the common schools is through the voluntary efforts of students trained as ours have been.

"In industrial work proper the same plans in general that have characterized former years have been followed. Some form of industrial work falls to each student daily, and work in industries, whether in the Manual Training classes or in the Special Trade work, is part of each one's training, coming in class work in the regular grades. Those who wished to specialize as carpenters, masons, etc., or as dressmakers, nurses, etc., put in at least three hours daily in their specialties, taking fewer studies than the regular classes.

"To the industries of former years, masonry has this year been added for the Seventh Grade, alternating with carpentry and for those specials who wish the trade. Wheelwrighting has also been introduced to some extent, and drawing has had largely increased development, having been put in all the grades, the upper Academic grades doing excellent work in architectural drawing. In the girls' industries the dressmaking has had special development.

"For many years practical agriculture has been taught in connection with the large plantation and garden. For the past two years, in addition to this, and as a separate thing, agriculture has been taught more scientifically, with the endeavor to arouse interest in it on the part of a larger number than seem usually to desire it, and with helpful results. Lectures are given to the students of all departments. It is made a special study in the highest grade of the Grammar School, and some students of the Academy and College have class work in it as a specialty. A beginning has been made of a model farm.

"In the nurse training work, besides the class work and the work with those who make it a specialty, lectures on emergencies, hygiene, the care of health, etc., are given to all schools. In practical housekeeping four girls at a time keep house for eight weeks at a time in a special cottage having all the details of housekeeping.

"The numbers taking the different industries this year have been as follows: Carpentry, 70; Iron and Steel work, 30; Masonry, 24; Agricultural specials, 6; Class work, 40; Nurse training, 25; Cooking, 99; Practical Housekeeping, 20; Sewing, 155; Dress-making, 140."

Distribution of the appropriation from the Slater Fund:

| | |
|---|-------|
| P. S. Gilford, Iron and Steel, | \$850 |
| E. S. Boshart, Carpentry and Drawing, | 950 |
| W. H. Hamlin, Agricultural | 700 |
| Miss H. J. Bradley, Dressmaking, | 250 |
| Dr. Ada M. French, Nurse Training, | 300 |
| Miss M. L. Wyckoff, Sewing, | 250 |
| Miss C. E. Ellis, Cookery, | 200 |

Mr. Cloyd emphasizes :

1. "The favorable location of the school and the gentle, quiet, unpretentious spirit which characterizes the institution, 'with no loss of force, vigor, and strength in its work.'

2. "The large proportion of young men and women on the faculty, almost all of whom have had considerable college training, and several of whom are college graduates.

3. "The superior capacity of the President, Dean, Teacher of Music, and Superintendent of Industries.

4. "The importance of improving the practice school connected with the department for the training of teachers.

5. "The industrial work as a whole is very good, though better equipment is needed in most of the departments, and the general Manual Training or Sloyd Courses should be open to girls as well as to boys."

STRAIGHT UNIVERSITY—New Orleans, La.

OSCAR ATWOOD, President.

I spent several hours at this school in March last. The school was not in session on that day, but I had a long conference with President and Mrs. Atwood, and in their company made a thorough inspection of the buildings and equipment. My impressions were all favorable, and I am confident that the school is doing a much needed work in a thorough and satisfactory way. I am glad to say that Prof. James H. Dillard, of Tulane University, has accepted membership on the Board of Trus-

tees of Straight University. Prof. Dillard is a strong man, broad-minded, of Catholic spirit, and highly respected in the city of New Orleans and throughout Louisiana.

Extracts from the report of the President :

ATTENDANCE.

"The attendance has been the largest in the history of the school—740.*

NORMAL DEPARTMENT—63.

"There are eight students in the graduating class. The work of this department is very important, as so many students are here equipped to fill important positions as teachers. There are about 40 of our graduates in the public schools of New Orleans. Our graduates are sought, not only in this city and State, but in Texas, Mississippi, Arkansas, Georgia and Alabama.

"Our teacher of methods is a graduate of the State Normal School, Buffalo, N. Y.

DEPARTMENT OF DOMESTIC SCIENCE—63.

"This is a new department, having been opened September, 1902. The expense of equipment of a kitchen laboratory was \$256.49. It is fitted up for a class of 13 girls, each girl having individual equipment of a small gas stove and locker of utensils. Here the girls learn to cook different dishes, illustrating the different classes of foods and methods of cooking; here they are taught the nutritive values of the foods and how to combine them properly for a meal and the table service of that meal; here, too, they are instructed in habits of cleanliness and the principles of sanitation and practical housework.

"The girls seem very much interested in the work; they are beginning to look upon the house in a new light. It is teaching them to be accurate, careful and painstaking. In many cases, even now, they are beginning to use their knowledge in their own homes.

*It should be noticed that only 110 of these are boarding students; presumably the other 630 are residents of New Orleans. There is justification for this, however, in the fact that the public schools for negroes in New Orleans do not give instruction beyond the fifth grade.—W. B.

WOOD-WORKING DEPARTMENT—95.

"The plan of work for the wood-working classes has been somewhat modified this year. The effort has been made to train the mind, the eye and the hand by the doing of useful things. No piece of work has been done by any boy to be thrown away. All the work has been done as carefully as the place and occasion required. Where the skill of the students was insufficient it was supplemented by that of the instructor, the idea being to turn out properly planned and finished work, that the student might have continually before him work as perfect as it should be, and, at the same time, feel that his growing skill and ability was represented in everything he had worked upon.

"Boys are here from a score of towns within a radius of 150 miles. Some of them have already made up their minds to follow a mechanical pursuit for a life work. Some of the oldest teachers say that the work in the shop stimulates the work in the school room.

SEWING AND DRESSMAKING—228.

"The course in sewing extends through five years for all girls in the fourth, fifth, sixth, seventh and eighth grades. It is so arranged as to give the pupils practical knowledge of all varieties of hand sewing and machine sewing.

"Instruction in the purchase of materials and talks on color are given. At the end of the fifth year all girls graduating from the Grammar Department make their own graduating dresses.

MILLINERY—45.

"The object of this course is to teach the girls to make head coverings after the best methods and to cultivate a refined taste in color and design."

Disbursement of the appropriation from the Slater Fund:

| | | | | | | | | | |
|-------------------|---|---|---|---|---|---|---|---|----------------|
| Emily W. Nichols, | . | . | . | . | . | . | . | . | \$380 |
| Ernest C. Amy, | . | . | . | . | . | . | . | . | 600 |
| James D. Gordon, | . | . | . | . | . | . | . | . | 520 |
| Total, | . | . | . | . | . | . | . | . | <u>\$1,500</u> |

Mr. Atwood has also furnished me with a full report of receipts and disbursements for the past year, from which it appears that the total cost of the school, exclusive of the boarding department, is about \$30,000.

The tendency in this school is decidedly towards industrial education, and the Principal is anxious to extend this form of work as rapidly as possible.

BISHOP COLLEGE—Marshall, Texas.

ARTHUR B. CHAFFEE, President

Report of the President, March 25, 1903.

INDUSTRIAL DEPARTMENT.

| | |
|--|-------|
| Number of boys taking Manual Training (Carpentry, Wood Turning, Iron Turning, Blacksmithing, etc.) | 158 |
| Number of girls taking Sewing, | 157 |
| Number of girls taking Cooking, | 30 |
| Number of girls taking Domestic Economy, | 5 |
| | <hr/> |
| | 350 |
| Ministerial Students excused from Manual Training, | 18 |
| College students | 18 |
| Normal teachers | 22 |
| | <hr/> |
| Total number of students enrolled, | 408 |

NORMAL DEPARTMENT.

MISS HATTIE I. FINNEY, Superintendent.

| | |
|---|----|
| Number of students enrolled, | 70 |
| Number of practice teachers in Normal Department, | 22 |

Appropriation for 1902-1903, \$1,500. Disbursed as follows:

| | |
|-----------------------|------------|
| Hattie I. Finney, | \$312.50 |
| Thomas Holden Adams, | 312.50 |
| Angus C. Davis, | 312.50 |
| | <hr/> |
| | \$937.50 |
| Balance on hand, | 62.50 |
| | <hr/> |
| | \$1,000.00 |
| Annual appropriation, | \$1,500.00 |
| Amount received, | 1,000.00 |
| | <hr/> |
| Balance due, | \$500.00 |

At my request Mr. Cloyd visited this school on April 8. In his report he gives a detailed statement regarding buildings, equipment, income, expenses, etc. Of the President and faculty he says:

"The President, Rev. Arthur B. Chaffee, is a graduate of Princeton and of Rochester Theological Seminary. I consider him an able man, well qualified and adapted to this work. He is scholarly, pleasing in personality, and open-minded in attitude. He is carefully studying every phase of his work and is progressing as rapidly as his finances will permit. With a wider acquaintance with other institutions similar to his own, he will become a very valuable man in the South. I consider the welfare of Bishop College safe as long as he is permitted to control it.

"Regarding the other members of the faculty whom I met and whose work I saw, I wish to speak in high terms. What is especially noticeable is that they are *young* men and women of *college training* and are not *abnormal* persons, as are so often found in Mission schools. Their ideals seem wholesome and their work thorough. I regard Miss Finney, the Superintendent of the Normal Department, as a very competent woman. She is a graduate of the Toronto Normal College, Canada."

MEHARRY MEDICAL COLLEGE—Nashville, Tenn.

G. W. HUBBARD, M.D., Dean.

The Meharry Medical College is largely self-supporting. The total annual cost of the school is \$12,000, of which amount students pay \$8,000 in tuition and \$1,500 is from endowment. During the past year 339 students were in attendance, including 47 students in dentistry, 30 in pharmacy, and 10 in nurse training. Thirty-two of the above number had received a scientific or literary degree before beginning their professional work at Meharry. Twenty States, and Oklahoma Territory, Liberia, South Africa, Bermuda, Hayti, and British and Dutch Guiana were represented last session.

The new laboratory has been completed at a cost of \$4,000, nearly \$1,000 of which was paid by the students and alumni.

WORK OF ALUMNI.

The following are the locations of the 452 living medical graduates, not including the class of 1903: Alabama, 32; Arkansas, 35; California, 2; Colorado, 1; Washington, D. C., 3; Florida, 21; Georgia, 41; Illinois, 10; Indiana, 3; Iowa, 1; Kansas, 12; Kentucky, 41; Louisiana, 12; Missouri, 34; Minnesota, 1; Michigan, 1; Mississippi, 18; North Carolina, 2; New York, 2; Ohio, 4; Pennsylvania, 1; South Carolina, 7; Tennessee, 93; Texas, 71; Oklahoma Territory, 2; Indian Territory, 4; British Guiana, 1; Liberia, Africa, 1; Bermuda Island, 1; Trinidad Island, 1; unknown, 4.

Of the 452 living graduates, 417 are practising their profession, 8 are teaching, 5 preaching, 2 in the United States service, 2 permanently disabled on account of sickness, 2 are missionaries, 1 a printer, 1 a druggist, 1 a post-graduate, 2 bishops, and 10 unknown.

Dean Hubbard visited nearly one hundred of the Meharry graduates, located in Kentucky, Tennessee, South Carolina, Georgia, Alabama, Florida, Illinois, Missouri, Kansas, Arkansas and Texas, and says, "that with a few exceptions I find them succeeding well, both financially and professionally, their incomes ranging from \$500 to \$6,000, the average probably being about \$1,500. Their offices are neatly arranged and attractive, also well supplied with instruments and books, and many of them own comfortable homes."

MERCY HOSPITAL AND NURSE TRAINING.

During the past year Mercy Hospital has been under the management of the faculty of Meharry, and the senior students have served as internes. One hundred and seventy patients have been received and treated, the

mortality from all causes being only four per cent. The surgical work has been of a very high degree of excellence, and many major operations have been performed. The Nurse Training Class have received practical instruction at Mercy Hospital. The demand for trained nurses is increasing, and they will have no difficulty in securing work as soon as prepared for it.

Financial statement of appropriation from John F. Slater Fund to Meharry Medical College for 1902:

| | |
|------------------|---------|
| W. J. Sneed, | \$300 |
| F. A. Stewart, | 200 |
| R. F. Boyd, | 200 |
| J. A. Lester, | 150 |
| P. R. Burrus, | 150 |
| J. H. Holman, | 100 |
| J. B. Singleton, | 150 |
| H. A. Holder, | 100 |
| William Sevier, | 150 |
| Total, | \$1,500 |

STATE NORMAL AND INDUSTRIAL SCHOOL.

Montgomery, Ala.

W. B. PATERSON, Principal.

This is strictly a State School, under the control of the State Department of Public Instruction and a Board of Trustees appointed by the State authorities. Last year it received its support from the following sources: State of Alabama, \$3,500; Slater Fund, \$1,500; Peabody Fund, \$1,400. The Legislature, which recently adjourned, appropriated for this school \$7,500 a year for four years. The school also receives \$1,000 a year from the "Agricultural School Fund" of the State.

From the report of Principal Paterson I learn that the total enrolment for the last school year was 1,020, 250 of whom were in the model or practice school, leaving 775 over fourteen years of age in the Normal school proper. Of 26 teachers employed, 6 are in the Manual Training and Industrial Department.

In the course of his report the Principal says: "The friendly criticisms that have been given have had a stimulating effect upon the faculty and students." Again he says, "The report of Professor Cloyd has been accepted by the faculty as perfectly correct and fair."

In explanation of these extracts from the Principal's report, I would say that on the occasion of my first visit to the school I called attention to the fact that, with the exception of the work in sewing, the industrial work of the school was under the direction of mere journeymen, and that the work of these departments was therefore of slight educational value. Later, as assistant to your General Agent, I requested Professor Cloyd, School Visitor for the General Education Board, to inspect the school. In his report to me Mr. Cloyd said: "I gave most of my time to the Industrial Department, and concerning that work I have very positive impressions. The teachers in charge of the industrial work for boys are trained only for practical work, and though they are doubtless capable from that point of view, yet they are inefficient on the teaching side. Evidently what is needed in the boys' industrial work is a well-trained teacher who knows how to get educational value out of such work." Mr. Cloyd made other criticisms and suggestions regarding the reorganization of the faculties of the Industrial and Normal Departments.

I visited the school again on September 29, and am glad to report that great progress has been made. The Trustees have engaged Miss Swadener, a graduate of Armour Institute, who has had two years' experience as

supervisor of primary and kindergarten work in the schools of Logansport, Ind. This teacher will give one-half of her time to the science of teaching and one-half to kindergarten work. A graduate of Hampton Institute, Mr. McNell, has been engaged as teacher of agriculture; two men from Tuskegee Institute have been engaged as directors of blacksmithing and wheelwrighting; and a very competent colored man, a graduate of the Montgomery School, and a practical carpenter as well, has been put in charge of carpentry. The Trustees of the school assure me of their gratitude for the criticisms and suggestions made, and of their willingness to co-operate heartily in making the Industrial Department of this school thoroughly efficient.

Respectfully submitted,

WALLACE BUTTRICK,

Acting General Agent.

BY-LAWS.

OCTOBER 23, 1903.

1. The officers of the Board shall be a President, a Vice-President, a Secretary, chosen from the members; and a Treasurer and a General Agent, who may or may not be members of the Board. These officers shall serve until death, resignation, or removal for cause, and vacancies, when they occur, shall be filled by ballot.

2. There shall be appointed at each annual meeting a Finance Committee and an Executive Committee. The Finance Committee shall consist of three, and the Executive Committee of five, the President of the Board being ex-officio one of the five.

3. There shall also be an Educational Committee consisting of six persons, three of whom shall be appointed by the Board and three of whom shall be ex officio members, to wit: the President, the Treasurer, and the Secretary of the Board.

4. The annual meeting of the Board shall be held in October of each year at such place in the city of New York as shall be designated by the Board or the President. Special meetings may be called by the President or the Executive Committee at such times and places as in their judgment may be necessary.

5. A majority of the members of the Board shall be a quorum for the transaction of business.

6. In case of the absence or disability of the President, the Vice-President shall perform his duties.

7. The Secretary shall keep a record of the proceedings of the Board, which shall be annually published for general distribution.

8. The Executive Committee shall be charged with the duty of carrying out the resolutions and orders of the Board as the same are from time to time adopted. Three shall constitute a quorum for business.

9. The Finance Committee, in connection with the Treasurer, shall have charge of the moneys and securities belonging to the fund, with authority to invest and reinvest the moneys and dispose of the securities at their discretion, subject, however, at all times to the instructions of the Board. All securities belonging to the trust shall stand in the name of "THE TRUSTEES OF THE JOHN F. SLATER FUND," and be transferred only by the Treasurer when authorized by a resolution of the Finance Committee.

10. The General Agent, in connection with the Executive Committee, shall be charged with the duty of carrying out the designs of the trust under the instructions which may from time to time be given by the Board.

11. The Secretary of the Board shall be, ex-officio, Secretary of the Executive Committee.

12. In case of the absence or disability of the Treasurer, the Finance Committee shall have power to fill the vacancy temporarily.

13. Vacancies in the Board shall be filled by ballot, and a vote of two-thirds of all the members shall be necessary for an election.

14. These By-Laws may be altered or amended at any annual or special meeting by the vote of two-thirds of all the members of the Board.



